Lesson Planning for Social Skills

Teaching social skills in a intentional, effective, and engaging way

By Courtney Butorac, M. Ed, BCBA
Why teach social skills

• For students on the Autism Spectrum –
  ◦ A core deficit of students with ASD is social skills/communication. Without these skills, students miss a large chunk of information given both verbally and nonverbally.

For students ADHD or

- “For some children with ADHD, social interactions are problematic. The combination of impulsivity, immaturity, and difficulty reading the social cues of others can lead to difficult and painful peer relationships. Learning to get along with others is a challenge, whether at school, in sports, or with friends.”
For children with behavioral needs

- Most children with behavioral needs know intellectually what they should be doing in any particular set of circumstances, but they've not necessarily done it before. They have not practiced the expected behavior for that setting or event. Most often, they have practiced the unexpected action and know how to do that fluently. They struggle to change their habits and need practice to do so.
Different social areas to teach

- Basic classroom skills
- Perspective taking
- Social cues
- Empathy
- Problem solving
- Conflict management
- General social skills
- Making friends
- Dealing with bullies/getting picked on
- Understanding emotions
- Anxiety
- Flexibilty
- Explosive behavior
- Self regulation
- Impulse control
Basic classroom skills

- “You are a Social Detective”
  - Michelle Garcia Winner
- Whole body listening
- “We thinkers”
  - Michelle Garcia Winner
- Teach town
- “Social skills picture book”
  - Jed Baker
Basic understanding of perspective
taking/mindblindness

This is Sally.  

This is Ann.  

Sally has a ball. She puts it into her basket.  

Sally goes out for a walk.  
Ann takes the ball out of the basket.  

Ann then puts the ball in the box.  

Now Sally comes back.  
She wants to play with the ball.  

Where will Sally look for the ball?
Mindblindness and Perspective Taking

Specific challenges that might come up as kids get older

- Insensitivity to other people’s feelings
  - Commenting on appearance
- Inability to take into account what other people know
  - Referring to events without background knowledge
- Inability to negotiate friendships by reading and responding to intention
  - If people don’t respond in the expected way (the way they have been taught)
- Inability to read the listener’s level of interest in one’s speech
  - Monologuing
- Inability to detect a speaker’s intended meaning
  - Acting literally on what people say “you do that again…”

Simon Baron Cohen, “Teaching Children with Autism to Mind-Read”
Mindblindness and Perspective Taking

- Inability to anticipate what others might think about one’s actions
  - Personal space, TMI
- Inability to understand misunderstandings
  - Not understanding why others make mistakes
- Inability to deceive or understand deception
  - Being open to exploitation
- Inability to understand the reasons behind people’s actions
  - Not understanding the reasons for accommodations
- Inability to understand “unwritten rules” or conventions
  - What you should and shouldn’t say

Simon Baron Cohen, "Teaching Children with Autism to Mind-Read"
Perspective Taking

- “Teaching Children with Autism to Mind-Read” – Simon Baron Cohen
- Me thought vs we thought – Social Thinking
- Think vs say activities
- Reading emotions/facial expressions (precursor to perspective taking)
Perspective Taking – reading emotions

- Reading emotions, facial expressions
  - Read a book with the students or watch a movie clip and stop to ask the kids the following questions:
    ◦ How the character feels and why they feel that way?
    ◦ How can you tell? (by looking at their face, seeing their body language, listening to their words).

- Give each kid a white board and a scenario. Have them write down how they would feel in that scenario.
  ◦ Ex.: You go into a supermarket and you can’t find your mom. How would you feel? Scared? Why? What would your body and face look like?
  ◦ The kids can also give scenarios as well.

- [http://www.youtube.com/watch?v=6UkyJ9c5aUo](http://www.youtube.com/watch?v=6UkyJ9c5aUo)
More advanced perspective taking

- Multiple choice questions with a class
- Watch princess bride
  - [https://www.youtube.com/watch?v=EZSx3zNZOaU](https://www.youtube.com/watch?v=EZSx3zNZOaU)
- Hidden pictures – what do you see in the picture?
- Bubble talk
- One scene, multiple scenarios
Hidden Pictures
Social cues/body language

- Charades
  - Emotions charades
- Vocal intonation
  - I didn’t steal the cookie from the cookie jar.
- Role play
  - Practice body language – don’t use any words
    - Tap your foot with your arms crossed (demonstrating impatience)
    - Put a finger up when you are on the phone (demonstrating the need to wait)
Lessons for reading social cues

- Reading social cues, intention and hidden messages – Watch a movie or clip that demonstrates a message through body language or demonstrates a misreading of intention

http://www.youtube.com/watch?v=MmiwbRXlWvs
http://www.youtube.com/watch?feature=endscreen&NR=1&v=jfPbQZdUsBo
http://www.bing.com/videos/search?q=youtube+diary+of+a+wimpy+kid+clips+&&view=detail&mid=E46CE3757B74F228AA91E46CE3757B74F228AA91&rvsmid=4D76BCFE6B313B5DF1814D76BCFE6B313B5DF181&fsscr=0&FORM=VDFSRV
More advanced social cues/peer pressure

- Would you fall for that, elevator experiment
  - https://www.youtube.com/watch?v=dDAbdMv14Is
- Doctors office
  - https://www.youtube.com/watch?v=AegLdB7UI4U
- The BS guys
  - https://www.youtube.com/watch?v=I-U6QTRTZSc
Empathy

• “Teaching Children Empathy, The Social Emotion: Lessons, Activities, and Reproducible Worksheets (K-6) That Teach How to ‘Step into Others’ Shoes’”
  ◦ provides worksheets and activities that help students rate their own empathy, understand what it means, and use empathy in their daily life
  ◦ large class activities
  ◦ it can be used at any age.

• Read and watch video clips from the book “Wonder”
  ◦ https://www.youtube.com/watch?v=xsipEykwntA
  ◦ https://www.youtube.com/watch?v=oYre-kDVSfk
Empathy cont.

- Use puppets
- Role play
- Stand up if you… (make connections
- World without empathy
- “Dare”, “Tough”, “Weird” – Erin Frankel
- Bystander
General Social Skills: The A-team

- About a group of 5 kids who have Autism – each kid has different traits and a different book from their perspective
- Explicit social skills instruction
- Some topics include
  - Compromising
  - Being bossy
  - Getting worried
  - Being too silly
  - Being flexible

www.SocialLearning.org
The A-team

- Fair versus equal (understanding accommodations)
- Idioms
- What is Autism?
- Upcoming books
  - Perfectionism
  - Talking too much
  - Talking back
  - Dealing with losing
  - One-upping
  - Giving up
  - Complaining
Problem solving

- Use the problem solving chart
- Give one to each student and give them a problem
- Discuss the variety of solutions and what the consequences are for each solution
- Stress that your choices always have a consequence.
1. Calm down.
   - Slowly count to 10
   - 3 deep breaths
   - Rock and pudding

2. What’s the problem?

3. How do you feel? How does the other person feel?

4. Think of possible solutions:
   - Find something different to play with
   - Share
   - Tell
   - Ask a teacher for help
   - Communicate
   - Take a turn

5. Try out your solution!

6. If that doesn’t work, try another!
Problem Solving

If there is a problem:

1. Keep calm. I can keep calm by taking 3 deep breaths and counting to 10. Tell yourself, “I can solve this problem if I am calm.”

2. Think, “What’s the problem?”

3. Think, “How do I feel?” “How does the other person feel?”

<table>
<thead>
<tr>
<th>Sorry</th>
<th>Scared</th>
<th>Jealous</th>
<th>Embarrassed</th>
<th>Sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disappointed</td>
<td>Frustrated</td>
<td>Annoyed</td>
<td>Angry</td>
<td></td>
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</tbody>
</table>

4. Think about possible solutions and the consequence to each solution.

<table>
<thead>
<tr>
<th>Solution (What should I do?)</th>
<th>Consequence (What will happen when I do that?)</th>
<th>Is it a safe solution?</th>
<th>Expected or unexpected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>Expected</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Unexpected</td>
</tr>
</tbody>
</table>

5. Choose the best solution. If that solution doesn’t work, try a new solution.
Social Behavior Mapping – Social Thinking

• Expected and unexpected behaviors –
  ◦ Go through the chart of expected and unexpected behaviors. This is a good thing to take back to the class as well.
  ◦ Helpful for accepting consequences and taking responsibility – connect it back to their initial choice
# Social Behavior Map

<table>
<thead>
<tr>
<th>Expected Behaviors</th>
<th>How They Make Others Feel</th>
<th>Natural Consequences You Experience</th>
<th>How You Feel About Yourself</th>
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When I....

My classmates feel...

My teacher feels...

What happens?

I end up feeling...
Conflict management

- Social behavior mapping
- Watching a conflict and reflecting on both sides
- Practice games with winners and losers – giving a script for losing. A good game for this is
  - Games that are quick and can be played again.
  - E.g. tic tac toe, tenzi, I spy, spot it
- How to negotiate anything (book)
- Have students practice with you – give them a topic or outcome that they need to get to – convince me
General social skills

• “Superflex” curriculum, by Michelle Garcia Winner
  • This focuses on a superhero who can defeat “unthinkables” who get in the brains of students and try to take over their thoughts and actions (e.g. Glassman makes students have huge reactions and meltdown over “little deals”).
  • It is a great activity to have the students make up their own “unthinkables” and create ways to defeat them (e.g. Drama Queen).
  • Watch video clips to see which “unthinkables” are getting in the brains of the characters
Don’t let him talk his way into your head!

**TALKZILLA**

Volcano mouth is his apprentice!

Blah, blah, blah, blah, blah

He often works with Swearing Sweetheart!

---

**HIS POWERS!**
- He makes you talk... a lot!!!
- He makes you blurt out or interrupt!
- He will never let you listen to someone who asks you to stop talking!
- He makes have no social filter!
- He makes you give TMI (Too Much Information!)

---

**How to defeat him!**
- Picture an imaginary zipper and zip your lips
- Look at the body language of the other person...do they want to listen to you?
- Remember, a conversation requires two people, not one!
- Self talk, is this a me thought or a group thought?
- Self talk, how do my words affect others people?
Complaining Cougar
is complaining again!

He gets you to complain about everything! He often likes people to say, “That’s not fair!”

Hey, stop talking about me! That’s not fair!

He really likes to get you to complain to your parent about:
1. dinner
2. Not getting what you want
3. Doing your work or chores

He really likes to get you to complain to your teacher about:
1. classwork
2. Missing recess
3. Not getting enough time to do work

He really likes to get you to complain to your friends about:
1. Not playing the game you want
2. Not playing with you all the time
3. Not listening to you

How to defeat him:
- Self talk, “Is this really worth complaining over? How will this make the other person feel?”
- Write down your complaints in a journal or a piece of paper.
- Think, “Am I annoying others by complaining too much?”
- Don’t let it bother you and just let it go. If you really want something and can’t have it, say to yourself, “Oh well, maybe next time.”
- Use your calming strategies.
- Think of the mantra: Fair is not always being equal, but about what everyone needs to be successful.
- Think, while you are taking the time to complain, you are losing the time to get started on what you need to do.
- Have a 30 minute “complain time”. When you are done, it is over!
General social skills cont

- This is a great time to use superflex characters or have students make up their own character. Have them really explore how to defeat a character who argues or fights a lot. Then have them role play.
- Make their own comic strip
- Calvin and Hobbes
- Jed Baker’s social skills training – ideas and lessons with each skill
I don't believe in ethics any more.

As far as I'm concerned, the ends justify the means.

Get what you can while the getting's good—That's right? The winners write the history books!

It's a dog-eat-dog world, so I'll do whatever I have to and let others argue about whether it's "right" or not.

Hey!

Why'd you do that? You were in my way. Now you're not, the ends justify the means.

I didn't mean for everyone, you dolt! Just me!

Ahh...
CALVIN and HOBBES

The race will finish at that tree, OK?

On your mark... get set... go!

Hey! Leggo!

Ow! Stop that!

Ten minutes! That's our best time yet for the 50-yard dash!

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What did you do this weekend?

It was great! I went to the pool... Cool!

I went out to pizza... You know what I did?

Wait! I'm not done. My family got a dog...

He keeps talking!

I went skiing...

Wow, what's up there?

I got a lego mine craft set...

I'm outta here!

And I went to a...

That's it! I'm leaving! You never let me talk!

Wow, what's up there?

Wait, I'm not done!

Asa, come back! I have more to tell you!
What did you do this weekend?
It was great. I went to the pool.
Cool!
I also went to get pizza.
You want to know what I did?

I should let Asa have a turn.
Yeah!

I went camping with my friends.
It's nice listening to others.
What did you do?

Cool!
I got to play with my little brother.
Want to go play guys?

Yeah!
This is so much fun!

Time to turn off the TV and do your homework!

This is cool!

NO, THANK YOU!!!! I will not!

Oh no! Gabby’s in trouble! I can’t believe she said that!

That was very sassy young lady! Go to your room!

NOW!!!!

FINE!!!!
This is so much fun!

Time to get off and do your homework!

Aw, man! I want to keep playing!

Wait, if I follow directions now and I turn it off I could get more time later!

Sure.

Ok! If you follow directions, you can play later.

Dad, can we compromise?

Could I have more time after I do my homework?

I’ll go do my homework now...

Yay! It worked!

I’m proud of you for compromising and following directions!
Making friends

• Some helpful lessons on making friends
  ◦ Jed Baker’s “Social Skills Training”
  ◦ “Superflex takes on One-Sided Sid and the Unwonderer”
  ◦ Common interests
  ◦ Video modeling (everyday speech, td social skills, model me kids)
    ◦ https://www.youtube.com/watch?v=9GofBaXi2sE
  ◦ How to lose your friends
Dealing with getting picked on or bullied

• There are some fantastic books around dealing with bullies
  ◦ “Blue cheese breath and stinky feet” - DiPino
  ◦ Books by Tracy Ludwig, including
    • “Sorry”
    • “Just Kidding”
    • “My Secret Bully”
    • “Confessions of a Former Bully”
  ◦ “Dare”, “Tough”, “Weird” – Erin Frankel
Emotions

- “Everyday speech” emotions bingo
- Emotions charting
  - Name different feelings for each family of words (happy, sad, mad, scared)
  - Rate them from lowest to highest energy
  - Lay the emotions out on the floor
  - Have kids stand where they would be with specific scenarios
- Multiple goals come out of this
  - Different people feel different things
  - Not everything is a 10
Students with Anxiety

- Think Good, Feel Good – By Paul Stallard
  - This workbook helps students figure out that the way you feel affects how you act, which in turn, affects what you think about yourself and the activity. It helps children with anxiety and lower self esteem figure out ways to manage their emotions and behaviors.
  - Talks about thinking errors
  - Works on balanced thinking
Students with Anxiety

- Exploring Feelings: Cognitive Behavior Therapy to Manage Anxiety, by Tony Attwood
  - This curriculum helps students figure out what causes them anxiety and helps come up with tools to manage their emotions. This is a curriculum that can be done at home.
  - Great lesson is to go around and ask others what you have done to make them happy
Flexibility

- Items that are rigid versus flexible
- Rock brain
- Flexible Thinking: [https://www.youtube.com/watch?v=psZmAsH6l3Q&list=PLuRkh6DdRwiN_WgapTpN0fNcg5AzCOgSi&index=3](https://www.youtube.com/watch?v=psZmAsH6l3Q&list=PLuRkh6DdRwiN_WgapTpN0fNcg5AzCOgSi&index=3)
- This item is a … (pretend play)
- Madlibs
- Categorizing (blue car – blue or other car)
- Word play, puns, idioms
- Big bang theory
  - [https://www.youtube.com/watch?v=X8X8BGho7f4&list=PLuRkh6DdRwiN_WgapTpN0fNcg5AzCOgSi&index=2](https://www.youtube.com/watch?v=X8X8BGho7f4&list=PLuRkh6DdRwiN_WgapTpN0fNcg5AzCOgSi&index=2)
- Change the rules of games (tic tac toe)
- Stroop test
Explosive behavior

- Emotions charting
  - Give the kids a number of scenarios and they have to chart how angry or how scared they would be on a 1 to 10 scale.
  - Use a laminated thermometer so they can write on the chart.
  - Discuss what you would do if you were a 7 or higher.
  - Discuss what you would do if you were between a 4 and 7.
  - This teaches that kids feel differently about things and also works on big deal, medium deal, and little deal.

- Building blocks
Self Regulation

• Zones of Regulation
  ◦ This is a great curriculum for students to learn and understand how their body feels, what it looks like and to identify where they are at when they are experiencing different levels of regulation.
  ◦ Create a toolkit
  ◦ Show different videos for how you would feel if someone was in the blue zone
    • [https://www.youtube.com/watch?v=f_bD5SysAMk](https://www.youtube.com/watch?v=f_bD5SysAMk)
  ◦ Show different videos and gauge what zone the character is in
    • Pixar video “Mike’s New Car”
    • Beginning of the movie “Up”
Self Regulation

- The Incredible 5-Point Scale
  - Can be used to breakdown a variety of feelings to help students and staff understand what the student may look

<table>
<thead>
<tr>
<th></th>
<th>I'm Feeling Like ...</th>
<th>Jedi Skills</th>
</tr>
</thead>
</table>
| 5     | Kylo Ren            | - Get help from a teacher.  
          | Out of Control      | - Find a quiet space to use my strategies and take some time to cool off.  
          | I’m not listening  |              |
          | anymore. I’m furious! I could hit, kick, or yell. I need a teacher and some time to calm down! |
| 4     | Darth Vader         | - Tell my teacher that I need a break.  
          | Starting to Lose It | - Find a safe, quiet place to calm down.  
          | I am mad. I might throw things and say mean things. I need some help to calm down! | - Use my strategies to calm down. |
| 3     | C-3PO               | - Walk away from a bad situation.  
          | I Am Getting Agitated | - Tell my teacher that I need a break.  
          | I’m starting to feel tense. I need a break before I say or do something I shouldn’t, but I can problem solve when I’m ready | - Use my strategies to calm down. |
| 2     | Luke Skywalker      | - Take a deep breath.  
          | I Can Handle It      | - Use self-talk to stay calm.  
          | I am doing okay. I may not like something or what someone did but I can problem solve by myself. | - Use words to tell people how I feel or what I don’t like. |
| 1     | Yoda                | - Enjoy the feeling!  
          | Just Right, I Am     | - Keep making good choices, stay happy, and work hard.  
          | I’m feeling great! I am in control of myself. I am working hard and being respectful. | |

Anger Scale

I'm Feeling Like …

Jedi Skills

- Get help from a teacher.
- Find a quiet space to use my strategies and take some time to cool off.
- Tell my teacher that I need a break.
- Find a safe, quiet place to calm down.
- Use my strategies to calm down.
- Walk away from a bad situation.
- Tell my teacher that I need a break.
- Use my strategies to calm down.
- Take a deep breath.
- Use self-talk to stay calm.
- Use words to tell people how I feel or what I don’t like.
- Enjoy the feeling! Keep making good choices, stay happy, and work hard.
Impulse Control lessons

• “Impulse Control Activities & Worksheets for Elementary Students” – Tonia Casselman
  ◦ This has a ton of great lessons on how to teach impulse control
    • Skittle test (marshmallow test)
    • Simon says
    • Red light green light
    • Group contingencies
Mindfulness

- Mind up Curriculum
  - Teaches mindfulness and lots of information on the brain
  - Can do whole class or small group
Awkward situations

- [https://www.youtube.com/watch?v=jSiPHq-UTJA](https://www.youtube.com/watch?v=jSiPHq-UTJA)
- Dude, that’s rude
- Survivors handbook middle school
- How to get a girlfriend
- Friendship and dating
Ways to teach social skills

- Many students will benefit from being taught social skills with their peers.
- Some students who struggle with anxiety and emotional regulation may need to be taught in very small groups or one on one, in order to create trust.
- Whole class instruction
Friendship groups

- K – 2nd - with typically developing peers as many students are working on the same thing

- 3rd grade or older - many social skills can be taught in a different kind of friendship group, with other peers who have similar needs
Friendship groups for primary students

- Group of 4-6 students 2-3 times a week for 2 weeks. Each student cycles through 2 different times during the year. Your student goes every time.

- Take them out of class when it is an appropriate time (extra math practice, silent reading, walk).
Communication with the general education staff

A good strategy for communicating with the general education staff is to ask them if there are any social skills problems in the class, and what would she/he like you to work on. For example, is the class struggling with tattling? Then you could work on that skill.

Another strategy for getting the teacher on board is to take students with challenging behaviors or social skills issues who are not on your caseload, more than one time.
Example 1: Day 1

If you are doing a 4 day class:

- Form a team by creating a team name (e.g. blue lions, purple pandas).
- Play a game or do a puzzle.
Day 2:

- On the second day, introduce a topic that your student needs to work on but that all students can benefit from (compromising, sharing, tattling vs reporting). Good books to get topics from are Social Skills Training, by Jed Baker, Social Skills Picture Book, by Jed Baker, Think Social by Michelle Garcia Winner and Worksheets! For Teaching Social Thinking and Related Skills by Michelle Garcia Winner.

- Read about the topic, use examples, have the kids participate and then role play
There are two types of attention, positive attention and negative attention.

**Positive attention** is when someone gives us attention for doing the right thing.

Positive attention looks like:

“Great job!”

“I’m proud of you.”

“You are following directions so nicely.”

“I like how you are playing with your friends.”

“You are sharing so well.”

The kind of attention we want is positive attention.

**Negative attention** is when someone gives us attention for doing the wrong thing.

Negative attention looks like:

“What are you doing?”

“Stop talking and finish your work.”

“You need to pay attention.”

“Stop doing that!”

“What’s wrong with you?”

We do not want to get negative attention.

The best way to get positive attention is to follow directions, be a good friend, listen in class, work hard, and to solve problems by myself.

I get negative attention when I’m not listening, I’m complaining too much, I’m crying a lot, I’m not solving my own problems, and I’m not doing my work.

I’m going to work super hard to get **Positive Attention**!
Complimenting Others

Think about the reasons for complimenting others:
Others will view you positively.
Others will want to spend time with you.

Notice positive things about others. These might include:
How they look, what they are wearing, or a new haircut.
Something good that they did.
Some ability they have.

Tell them, in a sincere tone of voice, the positive things about them.
For how they look, say: “You look great.” “That’s a beautiful (dress, tie, shirt, pair of shoes, haircut).”
For something they did, say, “You did that really well.”
For some special ability they have, say, “You are really good at (math, English, this game, sports, dancing, singing).”

“You look great!” “Great job!” “You are really funny!”

“You sing really well!” “I like the way you dance!”
Day 2

- Connect an “unthinkable” from Stephanie Madrigal’ and Michelle Garcia Winner’s “Superflex” curriculum.
- Read about the “unthinkable”
- Read a book that pertains to the “unthinkable”
- Discuss the ways the “unthinkable” invades the brain of the character in the book and how the student could defeat the character.
Does your brain often prevent you from showing interest (social wondering) in others or considering what others may want to do based on their interests?

Then you may be getting a visit from the Un-Wonderer!

The Un-Wonderer is pretty quiet and can sneak in when you least expect it. Take a look below for some clues to help you spot the Un-Wonderer:

1️⃣ He stops the citizen from showing interest in others (asking someone questions about their interests).
2️⃣ He stops the citizen from thinking about what others may want to do based on their interests.

No problem... Superflex and the Un-Wonderer have battled before so take a look below for some ways to defeat this lastest Unthinkable.

1️⃣ Look at the person who is talking to let him know that you are thinking about him and what he is saying.
2️⃣ Listen to the topic and then ask a “social wonder” question to your friend.
3️⃣ Create a people-file in your brain on this person so that you can pull up that information later when you are talking to him.
4️⃣ Remember the Wh-question words (what, where, who, when which and why) and use these words to ask others questions about what they may want to talk about.
This pig is on the loose!

The dreaded SQUEALER!

He likes to make you tattle on others and get them into trouble. His goal is for you to not understand the difference between reporting and tattling. The worst part is, he gets your friends to be upset with you because you tattle on them!

Ask yourself:
1. Is this any of my business?
2. Is this problem already solved?
3. Is this a kid-sized problem that I can solve without talking to a teacher?
4. Am I just trying to get the other person in trouble?

You can defeat him!

Remember, you can report when

- someone is hurt or in danger.
- Someone is hurting you.
- Someone is hurting a pet.
- Someone is hurting something that doesn’t belong to them or belongs to all of us.

Don’t squeal unless it’s a big deal!

He loves to work with the Tattling Tiger and the Ruler Police, so watch out!
WATCH OUT FOR...

GIVE UP GUS!!!

WHEN THE GOING GETS TOUGH, GUS GIVES UP!

He has invaded the brains of many!

Gus doesn’t like people to even try! When something seems too hard, he just gives up!

His powers include:

• Making you feel like you can’t do it! The work is just too hard.
• Making you feel like you are worthless and not good enough.
• Making you feel like no one likes you or wants to be friends with you.

There are ways to defeat him:

• Ask for help or a demonstration of the first problem.
• Tell yourself, “Stay focused. I can do this!”
• Fold the paper to make it seem less hard. Don’t look at all the problems at once.
• Take a mini break between problems. Sit and relax and take some deep breaths.
• If you feel bad about yourself, create a compliment cup or jar and read the notes.
• Think of all the good things in your life and the people that love you.
• Read about all of the people who have failed but then succeeded.
• Remember to listen to the instructions and follow directions, then you are more likely to do the work correctly!
Day 3 and 4:

- Continue practice role playing or start a role play about the “unthinkable”

- You can video tape it and let the students watch.

- The 4\textsuperscript{th} day is a presentation. You can either video tape it and watch it later with the class, or you can present to the class.
Presentation to the class:

- Go in and introduce the topic. Tell the students what you are going to be presenting and read about the topic. Let the audience members participate by answering questions.
- Have the friendship group present the role play to the class and let everyone answer questions about it.
- It is up to you, but I have the students do the wrong way first (more buy in, the kids love it) and then do the right way. Doing it the wrong way brings up good conversation topics.
- When you are done, have the kids bow and clap for them. Give the topic to the teacher and make a class binder on social skills.
Follow through with the class

- Remind the class what you learned by using the language taught
- Add a reinforcement based on that specific skill
- Send home the information to the parents so they can reinforce it at home as well
I defeated.....

Volcano Mouth!

words
If you are doing a 6 day class

• Add one day of “free play” (maybe Day 3) where you monitor what they are doing and you tell them to incorporate the skill you have been learning.

• Add one day of a cooking project (typically the last day). This is an excellent way to practice waiting, turn taking, sharing and working together as a team. We often make cookies and then give them to the class.
How to lesson plan?

- After groups are figured out, write down their goals
- Under each goal, create a list of potential lessons that could teach that goal
- Plan for instruction
Social Skills in the Classroom

- Whole group instruction
  - General themes
    - Anxiety
    - Impulse control
    - Decision making
    - Peer pressure
    - Empathy
    - Middle school
    - Rumors
Recess Club

- Recess club is a great time to practice many of these skills in a real life format.
  - Have badges for the kids who want to play
  - Have a set game with the rules explained to the students ahead of time
  - Give your students an extra badge so they can ask a friend
  - Practice games without winners and losers
    - Sharks and minnows
    - What time is it, Mr. Wolf?
    - Red light, green light
  - Do this 2-3 times a week
Lunch Buddies

- Have the students ask peers to join them in a special room to have lunch
- Provide a topic of the day
- Allow them to play together or provide a game for them
- Read a book on a specific skill and have them talk about it while they are eating
- Would you rather questions
The Ruler Approach – Yale

- This is a large scale social emotional literacy program that is usually adopted by a whole school. It can be used individually, however.
  - Charter – Create a classroom charter about how you want to feel in the classroom
  - Mood meter – Learn to chart your energy and pleasantness mood
  - Meta Moment - emotional regulation (stop and see your best self)
  - Blueprint – problem solving
  - Feelings curriculum
  - [http://ei.yale.edu/ruler/](http://ei.yale.edu/ruler/)
Conclusion

There are many different ways to support students with social skill deficits. These needs should be addressed in a natural context in the classroom and out at recess, however, students may need to learn the skills in a quiet and calm environment first. These lesson plans are doable and reasonable to implement in the school environment.
Great books for social skills learning

- “Superflex” – Michelle Garcia Winner
- “Superflex takes on Glassman and the team of Unthinkable” – Michelle Garcia Winner and Stephanie Madrigal
- “You are a social detective” – Michelle Garcia Winner
- “Worksheets! For Teaching Social Thinking and Related Skills” - Michelle Garcia Winner
- “Think Social” – Michelle Garcia Winner (this is specifically for students on the Autism Spectrum)
- “Social Skills Training” - Jed Baker
- “Social Skills Picture Book” - Jed Baker
Great books for social skills learning, cont.

- “Navigating the Social World” – Jeanette McAfee (this is for students on the Autism Spectrum)
- “SOS Social skills in our Schools” – Michele A. Dunn (for kids on the Autism Spectrum and their peers)
- “Skillstreaming the Elementary School Child” – Ellen McGinnis
- “Teaching Children with Autism to Mind-Read” – Simon Baron-Cohen
- “Incorporating Social Goals into the Classroom” – Rebecca Moyes
Great books for social skills learning, cont.

Manners:

- “The Worst-Case Scenario Survival Handbook: Middle School” – David Borgenicht
- “The Hidden Curriculum” – Brenda Smith Myles
- “The How Rude Handbook of…” – Alex Packer (there are a number of books by him that are great, thought they are geared to intermediate and middle school)
Great books for social skills learning, cont.

- “Think Good, Feel Good” – Paul Stallard (this works on anxiety for students not specifically with Autism)
- “Exploring Feelings – Cognitive Behavior Therapy to Manage Anxiety” – By Tony Attwood (this works on anxiety for students on the Autism Spectrum, but can work for most kids)
- “Exploring Feelings – Cognitive Behavior Therapy to Manage Anger” – By Tony Attwood (this works on anger for students on the Autism Spectrum, but can work for most kids)
Great books for social skills learning, cont.

- “Zones of Regulation” – Leah Kuypers
- “Impulse Control: Activities and Worksheets for Elementary Students” – Tonia Caselman
- “Teaching Children Empathy, The Social Emotion: Lessons, Activities, and Reproducible Worksheets (K-6) That Teach How to ‘Step into Others’ Shoes’” – Tonia Caselman